

A STRATEGY FOR ORGANIZING A RURAL DEVELOPMENT RESEARCH CENTER

AT ALCORN A. & M. COLLEGE

by

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A NON-THESIS PROJECT

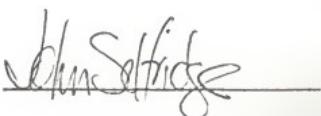
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PREFACE

Rural development is a complex process leading to greater social and economic well-being for people and their community. It implies potential -- social and economic. It is through the improved use of these resources that the development process can occur. This process must make more people better off -- not just improve incomes for a few. This proposed rural development research center will help speed up this developmental process.

NEED

It may surprise most people to know that there is more poverty in rural America, proportionately, than in our cities. In metropolitan areas, one person in eight is poor, and in the suburbs the ratio is one in fifteen. But in rural areas, one out of every four persons is poor.

Some 30 per cent of the United States population live in rural areas, but 40 per cent of the nation's poor live there.

Poverty in rural areas is not of the same character as urban poverty. The rural poor have even fewer opportunities for work and less access to adequate health care, education, and housing than do the urban poor. The broad geographic disposal of rural poverty hinders the effectiveness of programs designed to alleviate the poverty. Much of the rural poverty, however, is concentrated in "depressed areas." This proposed Rural Development Research Center will be located in one of these depressed areas.

The need for a center of this type in the southwestern part of Mississippi is great. Some areas in this part of the state have no type of economic base at all. Many areas depend on a single industry or a single firm as its economic specialty, while others have only a handful of basic activities. A rural development research center is needed in this area to find ways to combat the problems of poverty. This research center would devise methods of bringing together the human, economic, and

natural resources that are located in this area but have not been developed. This area is unique in many respects in that the necessary resources needed to make this area a productive one do not have to be brought in; the resources are already there. They only need to be tapped. This center would provide to the people who live in this area ways of making this area more productive and, in turn, make a better place to make their homes.

The need is to take a place that is rich in untapped resources and turn it into a productive and valuable area in which to live.

PURPOSE

The purpose of the Alcorn Rural Development Research Center is to research those problem areas which contribute to the raising and stabilizing the incomes of limited resource dwellers in southwest Mississippi. Although the work of the center will be diversified, its main interest at the start will be in the following areas of development:

- (1) Community Development - This includes all services communities are required to provide such as schools and education, health facilities, welfare, fire and police protection, roads, recreation facilities, and two other very important dimensions: (a) quality of living, and (b) spatial distribution.
- (2) Human Resource Development - This includes the people, their training and skills, their values, attitudes, and their families and for their communities.
- (3) Economic Development - This includes various forms of economic activity that increase jobs for people and that generate incomes for an ever increasing number of people.
- (4) Natural Resource Development - This includes improved utilization of natural resources including land, water, air, scenery, among others, whenever done as a specific input to a rural development program.
- (5) The people Left Behind - This includes activities for those people whose productivity is temporarily or permanently low - things done because of the values of this Nation that lead us to help those unable to help themselves - and things done to prevent children of disadvantaged homes from becoming one more generation of disadvantaged adults.

The Alcorn College Rural Development Research Program will focus on

- (1) the acquisition of knowledge that will give promise of solving problems in the broad areas listed above, and (2) the development of

ways and means of diffusing this knowledge such that practical and effective applications may be made.

TECHNIQUES AND STRATEGY

Many techniques will be used. One technique the center will use to get the people who live in the area interested in the program will be to use the influence of local area leaders and organizations. Such leaders are mayors, city and town councilmen, ministers, teachers, and leaders from all walks of life who live in the area. But because community leaders are not always the persons who are heads of places or organizations, farmers, housewives, maids, etc. will also be included. The center will seek out those leaders who are interested in making their community a better place in which to live. This is not to say that Alcorn will pick the leaders in a community. On the contrary, the center will be there to serve the people and not to have the people in the community serve it.

Since a large amount of private capital will be needed to support developing communities, the center will seek the support of private interests as well as public interests. Industry is probably the most important of non-public interests. The center will contact firms that are looking for places to relocate. The center realizes that there is a decentralization trend in all types of industry in the United States today. The center will seek to make arrangements between industry and any other group wishing to locate in the area for Alcorn A. & M. College to serve as a vocational technical center to provide the necessary training

for people to work in any new economic activity that will locate in the area. Training would take place while the building is being readied for use so that a trained labor force is available once the activity is ready to begin operation.

Another technique the center would use is the non-professional person, or, to use a more technical name, "para-professional." This is a person who may not have the educational background or training in a particular skill, but who has everyday common sense. These people may be used not only as advisors, but also as project workers and leaders. Many times, the non-educated worker knows more about a particular matter than the so-called educated worker. Use of para-professionals is also another method of getting and utilizing citizen participation.

These and other innovative techniques are the things that will make this one of the best and most valuable rural research centers in the country.

RELATIONSHIP OF ALCORN A. & M. COLLEGE TO ITS STUDENT BODY, RESEARCH CENTER, CLIENTS, VARIOUS AGENCIES AND MISSISSIPPI STATE UNIVERSITY

Relationship to the Student Body

Academically, Alcorn is opportunity. Not unlike the past, presently the college is committed to generating and providing a quality type educational environment for its students. Basic to the achievement of this goal are relevant curricula, a highly professional and well-prepared faculty and a discerning and motivated student body.

Alcorn A. & M. College has these.

In the arena of educational programming, the college refuses to accept the status quo. The general educational program is constantly being vitalized. Presently, one-half of the freshman class is participating in an innovative basic studies program known as the Eight-College Consortium Program. The thrust of this program calls for a re-definition of course content, student role, and teaching style. It is anticipated that a revised freshman studies program will be adopted as an outcome of this general education venture.

In addition to the basic studies improvements, new academic majors have added to the instructional program. Students may now seek a major in accounting, medical technology, French, and secretarial science. Presently, programs are being developed in special education, health science, industrial technology, and physics. These newer educational opportunities will be available to students in September, 1973. This is further evi-

dence of the College's awareness of students' academic needs in the critical areas of manpower needs of the nation.

The instructional faculty consists of two-hundred twenty-five well-trained and highly motivated professionals. More than 40 percent of the faculty have the doctorate from nationally and internationally famous universities and colleges throughout these United States and the world.

Essentially, the College exists for students. Alcorn reflects this awareness through the activities and services of each of the major components. These are student affairs, academic affairs, financial affairs, and development and public affairs. The College has a current enrollment of 2600. In descending order, the largest number of students is majoring in the areas of business, elementary and early childhood education, social sciences, health and physical education, home economics, and agriculture. With the shift in the nation's trained manpower needs, it is anticipated that an increasing number of students will gravitate to the newer fields of academic and vocational preparations indicated earlier in this statement. The College's academic advisement counseling program is geared to advising students as to the areas of greatest manpower shortages. How could Alcorn College do less, in that it has been and continues to be a hallowed place of academic opportunity.

Relationship to Potential Clients

The Alcorn Rural Development Research Center will work on an even level with its potential clients. It will not try to shove its education down the throats of the non-educated masses. By no means is this the

intent of the College. This will be an equal learning process -- we will learn from them and they will learn from us. In this way, both parties will receive the full benefits that the center has to offer. During the first action year, an advisory committee to the center will be set up, comprised of administrative and professional staff and representatives of areas served by the center. These area representatives are to be chosen by the people living in the area and not by the center. These representatives will have the same decision-making powers as the representatives from the administrative and professional staff that are on the committee. Then, there is the use of the para-professional. This person will be used mainly out in the field. Many times this person could be better acquainted with the particular location than the professional. This may happen because the para-professional will be living and have lived in this particular area. Having these clients working for the center serving on committees and having decision-making roles is just one more way of making this research center truly one that serves the people.

Relationship to Mississippi State University

The relationship between Mississippi State University and Alcorn A. & M. College is one of a cooperating nature. Various departments in each school exchange knowledge, ideas and data on various subjects. The center will be located within Alcorn Cooperative Extension department. There are two (2) such extension programs in the state; one is located at Alcorn and the other at Mississippi State. The state's extension director's office is located at Mississippi State also.

Relationship to the Federal Government

The Federal Government would be used as a funding and grant source, an information source, and if necessary, an enforcement source.

Relationship to State Agencies

The Alcorn Rural Research Center will work with any state agency in the development of the southwest Mississippi area. The center will also seek development funds from various state agencies. These state agencies will also be used as information sources and, if necessary, as an enforcement source.

APPENDIX

PROPOSAL FOR A RURAL DEVELOPMENT RESEARCH CENTER AT ALCORN A. & M. COLLEGE

INTRODUCTION

Nineteen Hundred and Thirty (1930) marked the end of one era and ushered in another which was characterized by a multiplicity of innovative changes in societal concepts and processes. About the only thing that has remained consant since that period has been change itself. Among the many significant changes were:

1. Decline in rural population
2. Urbanization and industrialization
3. Shifts in agricultural enterprises
4. Over-production and under-distribution

After 1945, another rash of innovations produced and accelerated:

1. Mechanization and automation
2. Computerization and cybernation
3. The release of atomic energy for peaceful purposes

By 1950 we had accumulated sufficient scientific, engeneering and technological expertise to put a man in orbit and were already plotting our course to the moon.

This new knowledge in science, engineering and technology has been applied, not only to such sophisticated areas as rocketry and space travel, but also to agricultural production. During the period from 1950 to 1965, new technological developments and applications increased farm out-put by 45 percent. It is estimated that by 1980, farm labor will have decrease another 45 percent.³

³ Alcorn A. & M. College Department of Institutional Research, Agricultural Production and Analysis

These high rates of unemployment in farming, and the accompanying poverty have been brought on by the institution of technological advances in agricultural production without regard for the social consequences. A very large number of programs have been developed to deal with the socio-economic problems of rural people, but without anticipating or adjusting to the vast changes in technology, and the consequences of this technology on the welfare of these displaced farmers. The net result has been a widening of the gap between the haves and the have-nots, or the forcing of millions of farm laborers into poverty by a process that is concurrently providing increased income to owner-operators.

It is really sad that millions of Americans now live in poverty and deprivation in the midst of a general prosperity enjoyed by the majority of citizens in a nation that is considered the richest and most fortunate nation in the history of the world. It seems incredible that of the 47 million families in the United States in 1962, some 9.3 million or one-fifth of these families - containing more than 30 million persons - had total money incomes below \$3,000.⁴ Even though mass poverty as it once existed in this country, and still exists in many parts of the world, has been eliminated in the United States due to the combination of steadily rising productivity, higher levels of education attainment, and other welfare and insurance practices, there still remains the hard core of poverty among Americans.

⁴U.S. Bureau of the Census, Census of Population 1962 General, Social and Economic Characteristics

The per capita money income of some 35 million men, women, and children was only \$590 in 1962 against \$1,900 per capita for the nation as a whole.⁵ We cannot and need not wait for the gradual growth of the economy to lift this forgotten part of our nation above the poverty line. Because poverty may be defined differently by different people, it is hard to accurately count the numbers of persons included in such a categorical listing. There is no clear and set standard for the total of goods and services that constitutes a minimum level of living. However, whatever the definition, it is obvious that it is difficult for a family raising four or more children to subsist on incomes below \$3,000.

The problems of displaced farm workers and other low-income rural people are not simply economic. They are multifaceted - social, cultural, emotional, attitudinal, to name a few. Further, negative factors exert a multiplier influence on other negative factors, and worst of all, negative factors or traits tend to be self-perpetuating from one generation to the next.

Though much has been accomplished, adequate knowledge is not yet available to deal effectively with these problems.

I, therefore, propose to establish at Alcorn A & M College, a Regional Center in Rural Development Research designed to do two basic types of research; namely: (a) research on the development process itself to assist leaders and workers to do a more effective job, and

5Ibid

(b) research which supplies the basic data needed by the group to identify the major problems to be tackled, to outline the possible alternatives and solutions, and to determine the available and needed resources for the solution of the problems.⁶

⁶OP. Cit., USDA., p. 3

OBJECTIVES

I fully recognize the difficulty in trying to start a program of this type and the fact that this is a long term program. The guidelines for this long term comprehensive research program are listed in the following objectives:

- To provide a center in research in rural development for the southwestern area of Mississippi.
- To provide, through improved research activity, an opportunity for the training or retraining of research, extension and teaching personnel for rural development.
- To provide a nucleus for regional and cooperative research efforts among the states and with federal, state and local agencies and organizations.
- To provide a stimulus to cooperative efforts in research and extension within Mississippi, possible "satellite" locations and other states within the region.
- To foster the marshalling of representatives of the needed disciplines within Alcorn for rural development research, teaching and extension efforts.⁷

THE PROGRAM

The program of the Alcorn A & M Rural Development Research Program is comprehensive. Ultimately, it will cover each of the Research Problem Areas (RPA's). It is not expected that each RPA will be initiated in the first year. Alcorn A & M College will constantly seek supplementary funds as has been the case in the past.

The research focus will be on how rural people, individually, or collectively as communities, can better prepare themselves, better organize, and better arrive at individual and group decisions as to goals in order to take advantage of and improve the economic and social opportunities and resources that exist in their area, or in other areas if local opportunities do not exist.

The rural population, for purposes of this proposal, includes everyone who lives in cities of less than 50,000 and in the towns, villages and open country. Stated another way, rural America includes everyone who lives outside of the Standard Metropolitan Statistical Areas as defined by the census. The current estimate of this population is 65,000,000.

Because of Alcorn's comprehensive capability, and because of the interrelationship between Group I and Group II Research Problems Areas, the Center will conduct research in each of the two categories. Group I RPS's include:

RPA 801. HOUSING FOR RURAL FAMILIES

Areas of research include:

- (a) Determine family housing requirements on the basis of selected characteristics such as age, income, size, stage in the family cycle, health, occupation, and ethnic background.
- (b) Determine the community, regional and national needs for housing on the basis of the needs of various kinds of families and the current status of housing. Special consideration should be directed to migrants, the aged, low income groups and the physically handicapped.
- (c) Determine the effect of the housing environment on the development of rural people.
- (d) Study credit availability and financing arrangements and develop improved credit systems which will provide adequate financing for the renovation of rural houses and construction of new rural homes.
- (e) Select and develop improved designs, materials and construction methods for both renovation and new construction. Include possibilities for inputs by the homeowner and employees with limited skills and/or training.
- (f) Review and develop building codes and other legal requirements which provide appropriate safeguards to the individual and the community without imposing unnecessary obstacles to efficient, economical construction.
- (g) Consider maintenance needs and develop convenient, economical ways to meet these needs. This should include consideration of the possibilities of inputs by the homeowner.

RPA 802. INDIVIDUAL AND FAMILY DECISION-MAKING AND FINANCIAL MANAGEMENT

Areas of research include:

- (a) General factors involved in the decision-making process.
- (b) Allocation of resources by rural families and the factors affecting the decisions that are made.

- (c) Determine ways to raise the level of aspirations of rural youth and to motivate them to acquire necessary training and education.
- (d) Determine opportunities for operators of low-income farms to improve their situation through adjustments to improve farm income, combining farming with part-time non-farm work, or working full time at a non-farm job or business.

RPA 805. COMMUNICATION AND EDUCATION PROCESSES

Areas of research include:

- (a) Determine the various forms and combinations of mass media, group and person-to-person contacts most effective for various types of persons and groups of persons and for different kinds of information to be communicated.
- (b) Development techniques, procedures, and educational processes for effectively communicating information to people with varying backgrounds and skills.

RPA 806. INDIVIDUAL AND FAMILY ADJUSTMENT TO CHANGE

Areas of research include:

- (a) Basic occupational skills and personal competencies needed by rural people to continue to be productive and lead satisfying lives in a changing environment.
- (b) Ways in which individuals and families can be motivated and helped to meet changes in economic and social conditions, especially those involved in a transition from a farm to non-farm or rural to urban environment.
- (c) Useful alternatives in dealing with problems of occupational displacement and economic, education, psychological, mental and physical handicaps.
- (d) Understanding the role of the family and developing ways to help families cope with the demands of modern society.

(e) Composition and trends in farm and rural population.

(f) Migration patterns of the farm and rural population.

RPA 907. IMPROVED INCOME OPPORTUNITIES IN RURAL COMMUNITIES

Areas of research include:

- (a) Criteria for delineating functional socio-economic areas for planning in order to achieve effective economic development in an area.
- (b) Develop a set of economic indicators for rural areas.
- (c) The process of economic growth and the influences that shape it, including the resource base of the area and its locational advantages.
- (d) The prospects for attracting desirable non-agricultural industries to rural areas as a means of increasing local employment opportunities and providing a more adequate tax base for the support of community services.
- (e) Potential for further development of agricultural and forest resources in rural areas, including the associated supply, processing and marketing facilities.
- (f) Farm and community income possibilities from the development of new and expanded enterprises including production of pets, horses, laboratory animals, and fee hunting and fishing and other recreation areas.
- (g) Potential contribution of improved transportation facilities in bringing desirable employment opportunities within commuting reach of residents of rural communities.
- (h) The kinds of public programs needed to stimulate rural community development and the effectiveness of existing programs in accomplishing this objective.
- (i) Factors associated with the occurrence of depressed areas, and policy measures that might have prevented such areas from falling behind the rest of the economy.

RPA 908. IMPROVEMENT OF RURAL COMMUNITY INSTITUTIONS AND SERVICES

Areas of research include:

- (a) Criteria for delineating functional socio-economic areas to provide effective and efficient community institutions and services.
- (b) The development, adequacy, quality, and cost of education, health, sanitation, and water systems and other public and private services.
- (c) The organizational and operational efficiency of local governmental units in meeting the needs of a modern rural society.
- (d) Effective protection of the community's interest in changes in land use through zoning and other means, including suburban development and industrial and agricultural uses.
- (e) Effective development, coordination, and adaptation of the various agencies and organizations to best meet the community's needs.
- (f) Analysis and interpretation of demographic data.

Group II Research Problem Areas include:

RPA 101. APPRAISAL OF SOIL RESOURCES

Areas of research include:

- (a) Identification of soil types and their suitability for specific uses.
- (b) Appraisal of how soils behave under different levels of management and use such as crop production, logging, grazing, water utilization and yield, and other agricultural forestry and non-agricultural uses. This type of research indicates the general type and level of intensity of use to which a tract of land is suited.

RPA 104. ALTERNATIVE USES OF LAND

Areas of research include:

- (a) Inventory and appraisal of current and potential land uses.
- (b) Parameters and models for evaluating economic benefits.
- (c) Appraisal of future land requirements for non-agricultural uses such as recreational, highway, urban, and industrial development.
- (d) Factors affecting land use such as:
 - (1) Government programs
 - (2) Tax policies
 - (3) New technology
 - (4) Laws and ordinances
 - (5) Land ownership patterns and trends
 - (6) Population changes

RPA 105. CONSERVATION AND EFFICIENT USE OF WATER

Areas of research include:

- (a) Methods to conserve, replenish and effectively use water in underground storage.

RPA 107. EROSION CONTROL AND WATERSHED MANAGEMENT

Areas of research include:

- (a) Measures for controlling erosion on watershed lands and stream channel systems in both rural and urban environments.
- (b) Improved procedures for use of watersheds and river basins to assure needed agricultural and forest products, keep soil erosion and sedimentation to an acceptable minimum, and supply reliable quantities of good quality water for domestic, agricultural, municipal and industrial uses.
- (c) Identification of potentials for developing major water resources to meet emerging national and regional requirements and objectives.

- (d) Analyses of nonstructural alternatives to reduce economic losses from flooding and other water-caused damage.
- (e) Legal and institutional arrangements to achieve equitable and orderly water use and river basin development.
- (f) Advantageous allocation of water among competitive uses.
- (g) Methods for determining benefits derived from wise management and multiple usage of water.
- (h) Models for evaluating alternatives in watershed and river basin development.

RPA 110. APPRAISAL OF FOREST AND RANGE RESOURCES

Areas of research include:

- (a) Appraisals for use in development of resource programs.

RPA 113. REMOTE SENSING

Areas of research include:

- (a) Identification and analyses of economic benefits of the application of remote sensing technology to agriculture and forestry.

RPA 114. RESEARCH MANAGEMENT

Areas of research include:

- (a) Develop more effective means of communication among scientists, and between scientists and potential users of research findings.

RPA 203. PREVENTION AND CONTROL OF FOREST AND RANGE FIRES

Areas of research include:

- (a) Fire intelligence systems, including electronic methods, remote sensing, automatic measurement of five environment and computer integration of these factors into a fire danger rating system.
- (b) Fire prevention methods to deal with human actions causing forest fires, including incendiaryism.
- (c) Aerial and ground procedures for fighting fires.
- (d) Integrated fire control and forest management systems which minimize fire losses.

RPA 302. NEW AND IMPROVED FOREST ENGINEERING SYSTEMS

Areas of research include:

- (a) Harvesting systems for low-quality timber.

RPA 316 FARM MANAGEMENT (Applies only to the lower 1/3 of farms on an economic returns scale)

Areas of research include:

- (a) Size and enterprise combination of the farm business (what and how much to produce)
- (b) Relative advantages of alternatives, such as purchasing or renting land and individual or joint ownership of machinery vs. hiring custom machines.
- (c) Sound financial management in the use of credit, what insurance to carry, the maintenance of non-farm financial reserves, and the use of all financial assistance.
- (d) Analyses of where, how, and when to sell farm products and buy production inputs.

- (e) Analysis of managerial ability as it relates to the quality of decision making and the efficiency of the farm operation.
- (f) Impact of public policy and regulation on farm business management.

RPA 510. FARMER COOPERATIVES AND BARGAINING POWER

Areas of research include:

- (a) The effectiveness of cooperative purchasing and marketing.
- (b) Organization, financing, and managing farmer cooperatives.

RPA 808. GOVERNMENT PROGRAMS TO BALANCE FARM OUTPUT AND MARKET DEMAND

Areas of research include:

- (a) Develop effective ways to stabilize farm prices and incomes through government purchases of farm products, and storage of surplus stocks against periods of short supply.
- (b) Develop effective and acceptable supply restraints and production incentives for use as needed.
- (c) Develop an economic model to predict the response of farmers to various economic influences, including U. S. Department of Agriculture programs for balancing supply and supporting prices, cropland adjustments, and incentive payments. This type of analysis assists policy makers in selecting program alternatives with greater certainty of attaining farm program goals at minimum costs.
- (d) Determine the effectiveness of alternative arrangements for administering government programs.

RPA 902. OUTDOOR RECREATION

Areas of research include:

- (a) Determine the demand for outdoor recreation.

- (b) Criteria for selecting sites which will attract and support heavy recreation use.
- (c) Develop practical methods to maintain existing recreation sites and restore those depleted by heavy use.
- (d) Requirements for aesthetic landscapes and means for producing and maintaining them.
- (e) Methods for the protection, management, and recreation use of wilderness-type, historical and archaeological areas and scenic landscapes.
- (f) Management systems and special equipment, and facilities which will minimize dangers from fire, avalanches, and other natural hazards.
- (g) Understanding of visitor preferences and attitudes regarding outdoor recreation opportunities.

RPA 905. TREES TO ENHANCE RURAL AND URBAN ENVIRONMENT

Areas of research include:

- (a) Selection and breeding of trees for urban environments, for shelter belts, shade and other special purposes, that are resistant to insects, diseases, air pollution, and temperature and moisture extremes.
- (b) Protection from insects, diseases and other hazards through management and biological or chemical means.
- (c) Methods of site preparation and planting appropriate for special purpose tree planting.
- (d) Culture and maintenance of urban trees and stands.
- (e) Culture and improvement of shelter belts.
- (f) Marketing of nursery stock of trees used to enhance the environment.

RPA 906. CULTURE AND PROTECTION OF ORNAMENTALS AND TURF

Areas of research include:

- (a) Breeding and selection to enhance aesthetic and special use characteristics.

- (b) Breeding and selection for hardiness and resistance to drought, insects, disease, and other hazards.
- (c) Methods for protection from weeds and pests without phytotoxicity or residue hazards.
- (d) Improved methods of propagation, culture and care.
- (e) Improved marketing and handling, transportation and packaging that maintain quality.
- (f) Optimum methods and materials for fertilizing and watering ornamentals.

Thus far, we have been describing "the big picture" as related to the operational program. This, we know, will require long-term, continuously revised activities within the context of this picture. For the first year, the program will focus on such essential activities as:

1. The recruitment and/or the reassignment of staff for the Center.
2. Developing, with the Director of the State Experiment Station and the Director of the Cooperative State Extension Service, the framework for coordination and cooperation such that the work of the Center will supplement rather than duplicate ongoing related programs within the state.
3. Identify the prime target area within the state which will constitute the basis for the long term research program.
4. Identify and develop program relationships with those colleges and universities within the region which will be involved in the activities of this Regional Center in Rural Development Research.
5. Inventory people, conditions, and resources in the target area as a prerequisite to the development and execution of programs designed to advance rural society. (This is not intended to imply a survey since adequate studies have already been made and the summaries, reports, etc. are already available at Alcorn and at Mississippi State. It does mean, however, studying, organizing and computerizing relevant data as a means of determining first steps or immediate priorities within the context of Group I and Group II research problem areas.)

6. Develop the framework for involving faculty and resources from the entire Alcorn campus in rural community development research.
7. Establish a publicity component designed to give high visibility to the research center, and to diffuse previous, current, and future related research findings to the people and areas where needed.
8. Initiate such programs as are dictated by the findings in Item 5 above that will give an immediate impact to the work of the Center.
9. Conduct training short courses and seminars that will give promise of improving the capability of rural leadership to deal with the problems of rural communities.
10. Develop means of providing supplemental funds for the Center.
11. Develop means of involving community based organizations and institutions in the Center research programs
12. Provide for an Advisory Committee to the Research Center comprised of administrative and professional staff and representatives of areas and agencies served by the Center.

The implementation of the twelve (12) items above will do much to plot the course of the Alcorn Center research for years to come, and will begin to supply the needs expressed in the recommendations of the President's Task Force on Rural Development. The recommendations are listed here since they will serve in many ways to guide this research activities.

RESEARCH RECOMMENDATIONS OF THE PRESIDENT'S
TASK FORCE ON RURAL DEVELOPMENT*

"The Task Force Recommends That More Research Be Directed Toward Vital Questions Where Answers Are Needed to Speed up Rural Development.

"We have the information now to make great progress in rural development -- but we need better information.

"We need more research on how to help make community institutions in rural areas more vigorous.

"We need better information on the cost efficiencies that can result from various forms of local government consolidation.

"We need more research on low-cost housing for farm and rural areas; and more research on possible housing patterns in rural areas.

"We need to know moare about how people are motivated to work together to tackle projects and responsibilities in rural development; how leadership is developed in rural areas in transition; and how to develop more effective communication.

"We need to know more about how off-farm income of farm people is used; its effect on influencing people to stay in farming or leave farming; and its influence on farm people's residential location, participation in community activities, and leadership.

"We need more information on the financing and management of privately owned rural recreational operations.

"We need more research to discover how to use the excess acres of cropland more creatively for rural and urban people.

* Source: see bibliography

"We need special information about effective methods of working with the least responsive, least motivated people in rural areas.

"We need more information on what makes one rural town a viable, growing center and another a moribund declining area.

"We need more experimentation in ways to help minority groups become full partners in the public and private development of their communities.

"We need more research in pollution control; remote sensing (EROS program;) weather modification; and desalinization of both water and soils.

"We need more information on effective, low-cost water delivery systems and sewage disposal in countryside areas and small towns.

"We need better data and measurement devices for assessing the economic and social effect of individuals and communities of establishing new industries in rural areas.

"We need better information on how far farmers and other rural residents will travel for goods and services -- thus, establishing the boundaries of 'trade centers.'

"We need more research on equitable taxation in rural areas -- and methods of compensating those whose property values are reduced when their land is zoned into open space or recreation.

"We need more research on the financing of governmental services in rural areas.

"Those are some examples of research that would be helpful in proceeding soundly in rural development.

The Task Force recommends that the Department of Agriculture work with the State Agricultural Experiment Stations in seeking substantially increased Hatch Act funds for human resources and community development research.

"At present, only 1½ percent of the research goes toward human resources and community development; only 2 percent goes to studies on diet and nutrition.

"The joint USDA/Land-Grant university and college system of research sponsorship has paid handsome dividends for commercial agricultural development. The applicable techniques and administrative structure that have worked so well for commercial agriculture should be turned on the problems of development for the rest of non-metropolitan America.

"The increasing responsibilities of the Extension Service in rural development should be backed up with research data in response to the new questions and pressing problems encountered by Extension. These are more "human" and "social" in nature than the traditional "technical" and commodity-oriented research questions handled by Land-Grant Institutions. The new research needs require a broader range of disciplines and a deeper involvement of more college departments than ever.

"Cooperative regional and interregional efforts should be marshaled to achieve the depth and competence needed for human resource and community development research. Such programs will enable graduate students to become familiar with rural development problems on a multi-state basis."

DESCRIPTION OF ALCORN A & M COLLEGE

Alcorn A & M College was founded in 1871. It is the oldest Land-Grant Institution of higher learning for Blacks in the nation. It is located just outside the small southwestern Mississippi town of Loman. The college itself is located in the heart of that part of the State's rural life with its main campus consisting of 300 buildings, a faculty and staff of over 500. The college has a current enrollment close to 3,000. For years, Alcorn A & M College has been a leading force in proving its educational facilities, know-how and resources to low-income and non-metropolitan residents in the state of Mississippi.

In recent years, the college has launched an extensive research program in rural development and research. The program included, just to name a few: an Agriculture Experiment Station (it's the first of its kind in the country at a Black Institution), small fruit and vegetable production for limited resource farmers in southwest Mississippi, feeder pig production for low-income dwellers in southwest Mississippi, Food Consumption and Dietary Levels of Rural Adolescents, Rural Migration Studies, Limited Resource Cooperatives and Hatch Funds for Rural Community Development in education, housing, and other Community Development Projects.

These and other projects like them will and are contributing to one of Alcorn A & M College's central thrusts, and that is to seek ways to raise and stabilize the incomes of limited-resource people of Mississippi. This proposed Rural Community Research Center will be one more step in reaching that goal.

DATA ON RELATED FACULTY

Mary E. Dye

Acting chairman, Department of Education and Associate Professor of Education. B.S., Mt. St. Scholastica College; M.A., Ph.D., St. Louis University; further study, University of Wisconsin.

Norris A. Edney

Chairman, Department of Biology and Professor of Biology. B.S., Tougaloo College, M.S.T., Antioch College; further study, Indiana University, Atlanta University; Ph.D., Michigan State University.

Gloria M. Jackson

Chairman, Department of Business and Assistant Professor of Business B.S., Prairie View A & M College; M.S. in Education; further study, Indiana University, Northern Illinois University, University of Southern Mississippi.

Willie F. Jackson

Chairman, Department of Agriculture and Associate Professor of Agriculture. B.S., Alcorn A & M College; M.Ed., in Agriculture, Tuskegee Institute; Ed.D., Pennsylvania State University.

George A. Sewell

Professor of Sociology. A.B., Morris Brown College; S.T.B., S.T.M., Ph.D., Boston University; LL.D., Monrovia College.

Kenneth Simmons

Acting Chairman, Department of Industrial Education and Assistant Professor of Industrial Education. B.S., Alcorn A & M College; M.S., Bradley University; further study, Eastern Kentucky State University.

Modestine Smith

Assistant Professor of Home Economics and Head Teacher Educator. B.S., Alcorn A & M College; M.Ed., Tuskegee Institute.

Claude E. Tellis

Associate Professor of Economics. B.S., West Virginia State College;

M.S., Michigan State University; further study, Southern Illinois University, Louisiana State University; Ohio State University.

BUDGET

A. Personnel

Program Director, ½ time	\$ x.xx
Research Coordinator, ½ time	x.xx
Principal Investigator Group I RPA's	18,000.00
Principal Investigator Group II RPA's	18,000.00
Research Associates (2 @ \$15,000)	30,000.00
Graduate Students (4 @ \$4,000)	16,000.00
Secretary/Accountant	7,200.00
Stenographer	<u>5,200.00</u>
	\$ 94,400.00
Employee Benefits	<u>9,440.00</u>
TOTAL	\$103,840.00

B. Publications, Mailings, Communication

25,000.00

C. Computer Services

7,160.00

D. Office Supplies and Expenses

10,000.00

E. Space Costs and Utilities4,000.00

GRAND TOTAL

\$150,000.00

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